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| English II | Des Moines Public Schools | |
| The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with the District Level Assessment and classroom assessments to scaffold our students in mastery of the Iowa Core State Standards. | | 2012-2013 Curriculum Guide |

**English II**

**1 year – 1.0 credit**

**East, Hoover, Lincoln, North, Roosevelt, Future Pathways, Scavo, and central Academy**

***A Portrait of our Des Moines Public School student***

To prepare the students of Des Moines Public Schools for college and career readiness, English II is aligned with the Iowa Core Standards and will provide students instruction in reading, writing, speaking, listening, and language. Students will read works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Through wide and deep reading of literature and literary nonfiction and thoughtful exposure to visual media of steadily increasing sophistication, English II will provide literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

When writing in English I, students will take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They will combine elements of different kinds of writing to produce complex and nuanced writing. They will use technology strategically when creating, refining, and collaborating on writing and visual media. They will become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. Students will produce high‐quality first draft text under a tight deadline as well as revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

English I students will have opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They will work to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline.

Students will learn conventions of Standard English. In this course, students will be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. Students will work to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them.

***This Course***

The content of English II will focus around the guiding questions to be taught in 4 units over the length of the school year. Students will also work on projects, in-class writing, and wide-reading on grade level. English II continues the development of the structures of communication with an emphasis on the language arts of speaking and listening. Through the communication of ideas in both writing and speaking, students will learn to use information responsibly, accurately, and ethically. Students will communicate through a variety of mediums, including technology, to recognize the role evaluation and response have on oral communication.

How to use this document

The curriculum guide breaks the school year into four units. Units 1 and 2 are to be completed by the end of Semester 1, and Units 3 and 4 are to be completed by the end of Semester 2. There are two district level assessments; the first to be given after Unit 2, and the second to be given after Unit 4. The standards should be cycled through as students and teachers advance through the curriculum guide – so a standard taught in Unit 1 may be revisited again in units 2-4. Appendix A contains the standards that should be embedded year-round into instruction.

Each unit has listed *Priority Standards* which come directly from the Iowa Core. The complete standard is listed in Appendix A of this document. These standards have been broken down into more approachable *learner objectives* or *Student Can Statements*. Each learner objective has been assigned a letter so that corresponding test items can be easily identified. The learner objectives are taken directly from the standards and are a more manageable approach to acquisition of the larger standard. Each unit has *essential questions* that can be answered through study of the learner objectives for that unit.

Each learner objective needs to be mastered by the end of the unit. The column *Instructional Focus* is a list of concepts and vocabulary that should be used abundantly with students. *Suggested Material* contains both items from the Holt McDougall text (corresponding page number listed in parentheses behind story) book as well as hyperlinked resources available on the internet. These texts were chosen because they lend themselves in structure and style to the instructional focus. The suggested material can be taught in the Unit it’s listed in here on the guide, or any unit after, *but not before.*

The standards listed are the curriculum. The suggested materials are resources, vehicles to mastery of the standard. Shaded standards are **essential** to the next level of learning, and must be mastered by the end of the school year. The suggested materials are resources, vehicles to mastery of the standard. Students should engage in one full novel per semester, either independently, with small groups, or whole class. **The emphasis of Units 1 and 2 is fiction and poetic elements. The emphasis of Units 3 and 4 is on informational text and non-fiction.**

**Test item** refers to question number on the district level assessment that matches the corresponding learner objective. (For example, “2” in the test item column refers to question number 2 on the assessment which tests students’ ability to analyze the meaning of a text, or learner objective RL.7.1.a)

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| Priority Standard | Test  Item | Learner Objectives – Students can | Instructional Focus | Suggested Material |
| [RL 1](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/#rl-9-10-4) | 2, 3 | 1. Analyze the meaning of a text 2. Generate inferences using prior experience and details from the text 3. Support analysis with explicit details and inferences drawn from a text 4. Prioritize quality of textual evidence to select strong supporting examples | Text Analysis  Making inferences  Prioritizing evidence from text  Providing significant supporting detail | * “Everyday Use” (p.50) * “[Little Things are Big](http://dmpsenglish2.wikispaces.com/Unit+1)” by Jesus Colon * “The Possibility of Evil” (p. 204) * “By the Waters of Babylon” (p.310) * “[Where I’m From](http://www.georgeellalyon.com/where.html)” (poem) by George Ella Lyon |
| 9 |
| 1, 4 |
| 5 |

* Any text that is underlined throughout the document is hyperlinked. Click on it and it will lead you to more information.
* The two district level assessments can be found to [Data Director](http://www.achievedata.com/DMPS) by selecting English Language Arts, Grade 10, 2012-13.
* The on-demand writing assessment is also on Data Director, select English – Writing, Grade 10, 2012-13.
* Please visit the [English Wikispace](http://www.dmpsEnglish.wikispaces.com) for more ideas and lesson plan sharing.
* An asterisk\* indicates a resource that can be found on [www.teacher.education2020.com](http://www.teacher.education2020.com), and you must be logged in e2020’s website to access the link.

All standards listed in this column are standards that students are expected to master and will be assessed over district-wide by district level assessments. They are listed in full in the appendix, and hyper-linked to the Common Core website.

**Unit 1 Essential Questions**: How do I define a community? In what ways does my community define me? What does a community expect of an individual? How do the norms and expectations of a society shape a person? What is the relationship between place (social, time, location), the individual, and the community? How does culture influence literature and literature influence culture? *All stories can easily be connected to community as a larger theme.*

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| Priority Standard | Test  Item | Learner Objectives – Students can | Instructional Focus | Suggested Material |
| [RL 1](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | 4 | 1. Analyze the meaning of a text 2. Generate inferences using prior experience and details from the text 3. Support analysis with explicit details and inferences drawn from a text | Text analysis  Making inferences  Prioritizing evidence from text  Providing significant supporting detail | * “Everyday Use” by Alice Walker (p.50) * “[Little Things are Big](http://dmpsenglish2.wikispaces.com/Unit+1)” by Jesus Colon * “The Possibility of Evil” (p. 204) * “By the Waters of Babylon” (p.310) * “[Where I’m From](http://www.georgeellalyon.com/where.html)” by George Ella Lyon |
| 7, 9, 18 |
| 11 |
| [RL 3](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | 5 | 1. Identify complex characters 2. Analyze the motivations of complex characters 3. Analyze how the actions of characters advance the plot 4. Analyze how characters develop and change over the course of a text | Complex characters  Character motivation  First person narrator  Third person narrator  Omniscient narrator | * “Harrison Bergeron” (p.36) * “[A&P](http://www.tiger-town.com/whatnot/updike/)” by John Updike * “[Two Kinds](http://media.education2020.com.education2020.us/e2020content/language_arts/2065/tan_two_kinds/Index.html?date=NS8yMi8yMDEyIDI6MzU6NDMgQU0%3d&hash=jXsS2q%2fKKAJtJWV%2fqjVFCw%3d%3d)” by Amy Tan\* * “[A Clean, Well-Lighted Place](http://www.mrbauld.com/hemclean.html)” by Hemingway * “[A Good Man is Hard to Find](http://pegasus.cc.ucf.edu/~surette/goodman.html)” by F. O’Connor * “[The Black Cat](http://www.online-literature.com/poe/24/)” by Edgar Allan Poe |
| 10 |
| 8, 16 |
| 20 |
| [RL 5](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | 13 | 1. Identify the elements of a story 2. Analyze the structure of a text 3. Analyze how mystery, tension, and surprise were created through the structure, order of events, and manipulation of time 4. Support my thinking with textual evidence | Setting  Mood  Narrative Structure  Supporting details | * “Searching for Summer” by Joan Aiken (p.66) * “The Lottery” by Shirley Jackson * “[The Tell-Tale Heart](http://www.literature.org/authors/poe-edgar-allan/tell-tale-heart.html)” by Edgar Allan Poe * “Everyday Use” by Alice Walker (p.50) * “There Will Come Soft Rains” by Ray Bradbury (p.326) |
| 1, 12, 15 |
| 14 |
| [W 3](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | *optional*  [DMPS rubric](http://dmpsenglish2.wikispaces.com/Unit+2) | a. Write narratives  b. Use effective technique and well-chosen details  c. Use precise words and phrases and sensory language to convey a vivid picture | Narrative structure  Figurative language  Diction  Organization | -Personal narrative connecting to community’s influence  - Personal narrative expanding on the student-created “Where I’m From” poem |
| [SL 4](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional rubric](http://dmpsenglish2.wikispaces.com/Unit+1) | 1. Present information, findings, and evidence clearly, concisely, and logically 2. Development, substance, and style are appropriate to purpose, audience, and task | Audience  Style  Purpose  Logical organization | -Get-to-know-you speech  -Write own “Where I’m From” poem—deliver as speech and expound on two lines from the poem |
| [L 1](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-9-10/) | Student writing | 1. Apply conventional grammar and usage in writing and speaking in order to convey a message that is easily understood by the intended audience 2. Use parallel structure 3. Use a variety of clauses, phrases and structures to convey a message and add interest to writing | Parallel structure  Phrases: noun, verb, adjectival, adverbial, participial, prepositional, and absolute  Clauses: independent and dependent |  |

**Unit 2 Essential Questions:** How does our immediate community influence our behaviors? How does one’s upbringing influence actions? Are we defined by our innate feelings/desires or by those that are learned and practiced?

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| Priority Standard | Test 1  Item | Learner Objectives – Students can | Instructional Focus | Material |
| [RL 2](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | 6 | a. Determine theme or central idea  b. Analyze theme and its development over the course of the text  c. Provide an objective summary of the text | Theme  Theme development  Summarize  Archetype  Allegory | “The Interlopers” Saki (pg. 426)  “[The Lottery](http://www.classicshorts.com/stories/lotry.html)” by Shirley Jackson  “The Blue Stones” (pg. 688)  “What is Cowardice?”—“On the Rainy River” ( 998)  *Lord of the Flies* by William Golding |
| 2, 3, 17, 19 |
|  |
| [RL 7](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | [Optional](http://dmpsenglish2.wikispaces.com/Unit+2)  [Activity](http://dmpsenglish2.wikispaces.com/Unit+2) | a. Analyze the representation of a subject or key scene into  different mediums  b. Include what is emphasized or absent in each treatment | Compare/contrast  Textual/visual details  Interpretation | -Auden’s “[Musee des Beaux Arts](http://english.emory.edu/classes/paintings&poems/auden.html)” and Breughel’s *Landscape with the Fall of Icarus*  -artistic interpretations of literature  -movie and film adaptations of literature  -“Don Quixote” Miguel de Cervantes (pg.1146) |
| [W 1](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional DMPS rubric](http://dmpsenglish2.wikispaces.com/Unit+2) | a. Write arguments to support claims in an analysis  b. Use valid reasoning and relevant and sufficient evidence  c. Use words, phrases, and clauses to link major sections and ideas  d. Establish and maintain a formal style and objective tone  e. Provide a concluding statement that follows from and supports  the argument | Textual evidence  Argument  MLA format  Organization  Thesis statement  Clincher/closing statement | -Write a literary analysis (pg. 148) |
| [W 4](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional rubric](http://dmpsenglish2.wikispaces.com/Unit+2) | a. Produce clear and coherent writing  b. Development, organization, and style should be appropriate to task, purpose, and audience | Organization  Style  Tone  Audience  Purpose | -RAFTS pertaining to a specific text |
| [SL 6](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional rubric](http://dmpsenglish2.wikispaces.com/Unit+2) | a. Adapt speech to a variety of contexts and tasks  b. Demonstrate command of formal English when appropriate | Audience  Role (as speaker)  Speaker’s affect | -Students can write a speech as if they were a particular character; students can enact a scene or perform a skit from novel |
| [L 3](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-9-10/) | Through student writing | 1. Apply knowledge of language when listen and reading to comprehend more fully 2. Make choices in their writing to affect meaning and style 3. Understand how language functions in different contexts 4. Conform to MLA style guidelines when formally writing and editing | Meaning and Style  How language functions in different contexts  MLA |  |

Unit 3 Essential Questions: How does media influence culture and culture influence media? To what extent are we willing to go to determine the validity of another’s argument? In what ways does media persuade individuals to buy, to vote, to believe, to act? If one disagrees with the message being pushed by the media culture, to what extent does it become the individual’s responsibility to change the rhetoric/message?

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| Priority Standard | Test 2  Item | Learner Objectives – Students can | Instructional Focus | Material |
| [RL 5](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | 19, 41 | 1. Analyze an author’s choices concerning how to structure a text and the events within it 2. Analyze how an author manipulates time to create effects (such as mystery, surprise, suspense) | Organizational Structure  Narrative Structure | * Excerpt from “Ethan Frome” Edith Wharton (pg. 29) * “The Tell Tale Heart,” “The Black Cat,” “Cask of Amontillado”—Poe * “By the Waters of Babylon” (pg. 310) * “There Will Come Soft Rains” (pg. 326) * *Tuesdays with Morrie* Mitch Albom * *The Color of Water* * *First They Killed my Father* Loung Ung |
| 24, 35, 40 |
| [RL 6](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | Through in-class text analysis and student writing | 1. Analyze a particular point of view or cultural experience reflected in a work of literature | Point of View (1st, 2nd, 3rd; limited and omniscient)  Cultural Perspective  Archetypes | * “Like the Sun” R.K. Narayan (pg. 220) * “A White Heron” (pg. 419) * *Tuesdays with Morrie* Mitch Albom * “A Letter from a Young Refugee to Another” by Andrew Lamb(pg.488) * *The Color of Water* * *First They Killed my Father* Loung Ung |
| [RI 1](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-9-10/) | 2, 16 | 1. Cite strong and thorough textual evidence 2. Use evidence to support analysis 3. Consider what the text says explicitly as well as inferences drawn from the text | Textual Evidence  MLA format  Dialogue Tags  Blended Quotes  Transitions | * “Deep Survival” Laurence Gonzalez (pg. 99) * “The Race to Save Apollo” Michael Useem (pg. 120) * “Nobel Prize Acceptance Speech” Elie Wiesel (pg. 948) * *Tuesdays with Morrie* * *The Color of Water* * *First They Killed my Father* |
| 4, 8, 11 |
| 1, 14, 15 |
| [RI 6](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-9-10/) | 3, 6, 7, 9, 10 | 1. Determine an author’s point of view or purpose 2. Analyze how the author uses rhetoric to advance that point of view or purpose   \*Extend the concept of “author” to director or company’s intent in selling a product  \*Extend rhetoric to visual rhetoric as well (focus, color, stereotype or bias, background, angles, etc.) | Tone  Diction  Imagery  Syntax  Appeals (pathos, logos, ethos)  Parallel Structure  Organization of Text  Bias  Propaganda Techniques | * “Letter from a Birmingham Jail” * “A Twisted Joke on a Teen Girl” Leonard Pitts * “Only Daughter” Sandra Cisneros (pg. 902) * “Farewell to Manzanar” (pg. 954) * Propaganda, commercials, print ads: The Swagger Wagon, Subaru Commericals, Hoveround, weight loss commercials/testimonials * *Tuesdays with Morrie* * *The Color of Water* * *First They Killed my Father* Loung Ung |
| 5, 12, 13, |
| [SL 3](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional rubric](http://dmpsenglish2.wikispaces.com/Unit+3) | 1. Evaluate a speaker’s point of view, reasoning, use of evidence and rhetoric 2. Identify fallacious reasoning 3. Identify exaggerated or distorted evidence 4. Evaluate a speaker’s effectiveness in moving his/her audience | Target Audience  Symbol  Emotional Appeals  Glittering Generalities  Plainfolk  Music  Persuasive Techniques  Validity  Credible Source | -Is the News Always Reliable? (pg. 576)  -Presidential Debates  -How Do Candidates Get Your Vote? (pg. 738)  -Pacific Northwest Tree Octopus  -Stories from The Onion  Speech Activity—incorporating propaganda techniques or elements of persuasion:  -Create a propaganda video  -Present a Campaign Speech  -Design and Present a Poster  **Other forms of media to incorporate:**  -Social Media (“Don’t Believe Facebook, You Only Have 150 Friends)—npr.org  -Social Media Revolution 2012 <http://www.youtube.com/watch?v=0eUeL3n7fDs>  -connecting to bullying via social media |
| [L 2](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-9-10/) | Through  Student writing | 1. Apply conventional grammar and usage in writing and speaking to convey a message that is easily understood 2. Include in conventional grammar and usage the use of semicolons to link related independent clauses   Introducing lists or quotations with a colon | Conventions of standard English  Capitalization, punctuation, and spelling  Conjunctive adverb  Independent clause  Semicolon |  |

Unit 4 Essential Questions: How does a writer effectively communicate with his/her audience/community? How can an individual make an assertive claim and support it with convincing evidence? How can an individual select the most powerful medium for conveying a message?

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| Priority Standard | Test  Item | Learner Objectives – Students can | Instructional Focus | Material |
| [W2](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | *On demand writing prompt* | 1. Write informative/explanatory text 2. Examine and convey complex ideas, concepts, and information 3. Clearly and accurately convey meaning through effective selection, organization, and evaluation of content. | MLA Format  Works Cited  Parenthetical documentation  Dialogue Tag  Valid Sources  Thesis Statement  Topic Sentence  Clincher  Transitions  Hook | -Research Paper  -Read short news articles on an event and synthesize that information into one cohesive writing  -Unit 12 (starting on page 1318) |
| [W4](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional rubric](http://dmpsenglish2.wikispaces.com/Unit+4) | 1. Produce clear and coherent writing 2. Development, organization, and style are appropriate 3. Clear understanding of task, purpose, and audience | Audience  Rhetoric  Format  Language  Genre | Suggested Activities:  Multigenre Research Project in which the student creates a variety of genre pieces to further explore the information gathered in the research (e.g., a magazine article, a poem, a diary entry, song lyrics, obituary, pamphlet, etc.) to explore content on a deeper level. |
| [W7](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional rubric](http://dmpsenglish2.wikispaces.com/Unit+4) | 1. Conduct short as well as more sustained research projects 2. Answer a question or solve a problem using research 3. Narrow or broaden the inquiry when appropriate 4. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation | Research  Valid Sources  Synthesis | -Persuasive Letter (pg. 610)  -Online Feature Article (pg. 914)  -Cause-and-Effect Essay (pg. 1030)  -Unit 12 (starting on page 1318)  Suggested Activities: |
| [W8](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional rubric](http://dmpsenglish2.wikispaces.com/Unit+4) | 1. Gather relevant information from multiple authoritative print and digital sources. 2. Use advanced searches effectively 3. Assess the usefulness of each source in answering the research question. 4. Integrate information into the texts selectively to maintain flow of ideas. 5. Avoid plagiarism and follow a standard format for citation. | EBSCO Host  Authoritative Source  Plagiarism (intentional and unintentional)  MLA  Citation  Paraphrase  Summary  Works Cited  Annotated bibliography | -“Read for Information: Use Information from Multiple Sources” (pg. 551)  -“Read for Information: Synthesizing Information from Graphics” (pg. 555)  -“Grammar in Context: Incorporating Quotations” (pg. 917)  Suggested Activities |
| [SL5](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | [Optional rubric](http://dmpsenglish2.wikispaces.com/Unit+4) | a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentation to enhance findings, reasoning, evidence, and to add interest |  | -“Producing a Vide Narrative” (pg. 290)  -Transform Research Paper/Project into a Speech  -“Creating a Class Blog” (pg. 838)  -“This American Life”-inspired podcast |
| [L 5](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-9-10/) | Through student writing | 1. Interpret types of figurative language 2. Understand nuances in word meanings 3. Use the relationship between particular words to better understand each of the words   Distinguish among the connotations of words with similar denotations | Euphemism  Oxymoron  Nuances in words  Connotation and denotation  Figurative language |  |

*Standards to be address yearlong* - Listed here are standards and objectives that should be taught with a high degree of frequency in your classrooms, embedded into all four units when appropriate.

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| **Standard** | **Learner Objective - *Students Can*** | **Instructional Focus** | **Resource (notes)** |
| [RL 4](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | 1. Determine the meaning of unfamiliar words and phrases based on how they are used in a text 2. Identify and explain figurative and connotative language with textual support 3. Analyze an author’s use of word choice to create meaning 4. Determine formal or informal tone based on the author’s word choice 5. Determine relative time and place based upon author’s word choice | Context clues  Textual support of analysis  Figurative language  Connotative language  Tone of a text  Analogies and allusions |  |
| [RI 4](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-9-10/) | 1. Determine meaning of unfamiliar words or phrases based on how they are used in a text 2. Identify and explain figurative and connotative language with textual support 3. Analyze an author’s use of word choice to create meaning 4. Determine tone based upon the author’s word choice 5. Decipher the impact of language in different context (e.g., how the language of a court opinion differs from that of a newspaper.) | Context clues  Textual support of analysis  Figurative language  Connotative language  Tone of a text  Analogies and allusions |  |
| [L 4](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-9-10/) | 1. Determine the meaning of unknown words and phrases by drawing upon context clues 2. Identify patters of word changes to indicate meanings or parts of speech 3. Use reference materials in print and digital formats to ascertain or verify a word’s pronunciation, precise meaning, etymology, or part of speech | Genres  Self-monitoring techniques for comprehension: questioning, summarizing, note-taking, etc. |  |
| [RL 10](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/) | 1. Make meaning from appropriately complex stories, dramas, and poems 2. Engage with and appreciate appropriately complex texts 3. Utilize techniques for making meaning from difficult stories and poetry 4. Utilize techniques for engaging with and appreciating difficult texts 5. Utilize techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers | Literary non-fiction  Self-monitoring techniques for comprehension: questioning, summarizing, note-taking, etc. |  |
| [RI 10](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-9-10/) | 1. Make meaning from appropriately complex literary nonfiction 2. Engage with and appreciate appropriately complex texts 3. Utilize techniques for making meaning from appropriately difficult informational text 4. Utilize techniques for engaging with and appreciating difficult texts 5. Utilize techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers. | Planning, revising, editing, rewriting  Peer-editing techniques  Focused Correction Areas (FCA’s)  Addressing audience |  |
| [W 5](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | 1. Use planning, revision, edition, rewriting, or a new approach to strengthen writing 2. Explain techniques used to make writing appropriate for purpose and audience 3. Produce writing that is well-developed and strong | Multitude of time and purpose for writing in class  Clear and coherent for purpose/task |  |
| [W 10](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-9-10/) | 1. Complete various pieces of writing over varying lengths of time 2. Organize clear and coherent pieces of writing for a variety of reasons in a variety of settings 3. Utilize techniques for writing in short and/or extended time frames 4. Utilize techniques for creating writing appropriate for specific audience and purposes | Context clues  Greek and Latin roots  Prefixes and suffixes  Reference materials: dictionary, parts of speech, definitions, and pronunciation |  |

**Appendix B – Common Core/Iowa Core State Standards**

**Reading Literature**

**Key Ideas and Details**

* RL.9-10.1. Cite strongand thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Craft and Structure**

* RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
* RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Integration of Knowledge and Ideas**

* RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
* RL.9-10.8. (Not applicable to literature)
* RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**Range of Reading and Level of Text Complexity**

* RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

**Reading Informational Texts**

**Key Ideas and Details**

* RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Craft and Structure**

* RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
* RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
* RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Integration of Knowledge and Ideas**

* RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
* RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
* RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**Range of Reading and Level of Text Complexity**

* RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing**

**Text Types and Purposes**

* W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  + Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  + Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  + Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  + Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  + Provide a concluding statement or section that follows from and supports the argument presented.
* W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  + Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  + Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  + Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  + Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  + Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  + Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
* W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  + Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  + Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  + Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  + Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  + Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing**

* W.9-10.4. Produce clear and coherent writingin which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge**

* W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
* W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
* W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  + Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**Range of Writing**

* W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Speaking and Listening**

**Comprehension and Collaboration**

* SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  + Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  + Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  + Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  + Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
* SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
* SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas**

* SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
* SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
* SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language**

**Conventions of Standard English**

* L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  + Use parallel structure.\*
  + Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
* L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  + Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  + Use a colon to introduce a list or quotation.
  + Spell correctly.

**Knowledge of Language**

* L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  + Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

**Vocabulary Acquisition and Use**

* L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  + Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  + Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  + Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  + Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
* L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  + Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  + Analyze nuances in the meaning of words with similar denotations.
* L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Appendix C**

**Pacing and Assessment Calendar**

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| English II (10th Grade) | |
| **August** | |
| 22nd | First Day of School |
| 27th | Begin Unit 1 |
| **September** | |
| 3rd | Labor Day – No School |
| 26th | Staff Development – No School |
| **October** | |
| 26th | Staff Development – No School |
| 29th | Begin Unit 2 |
| **November** | |
| 21-23rd | Thanksgiving Holiday |
| **December** | |
| 24-31st | Winter Holiday |
| **January** | |
| 1st | Winter Holiday |
| 16th | First Day of 2nd Semester |
| 16th | Begin Unit 3 |
| **18th** | **District-wide Comprehensive Standards Benchmark 1 [DataDirector]** |
| 21st | MLK Day – No School |
| **February** | |
| 18th | No School |
| **March** | |
| 15-22nd | Spring Recess |
| **April** | |
| 1st | Begin Unit 4 |
| 2-15th | Iowa Assessment |
| **May** | |
| **3rd** | **District-wide Informative Writing Assessment [DataDirector]** |
| **24th** | **District-wide Comprehensive Standards Benchmark 2 [DataDirector]** |
| 30th | Last Day of School |